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John T. Newnham, Chairman

Robert A. L. Thomas, Executive Director

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WILLIAM A. JONES, COMMISSIONER, PLANNING AND IMPLEMENTATION COMMISSION



W. A. Jones, Commissioner

When he was asked last year to serve on the Planning and Implementation Commission, the prime concern of William A. (Bill) Jones, then Secretary-Treasurer of the Ontario Teachers' Federation, was the protection of teachers displaced as a result of the extension of full funding to separate schools. It is a concern he believes the Commission has dealt with fairly.



Ontario

STRONG COMMITMENT, CAREFUL PREPARATION SEEN AS CENTRAL TO SUCCESS OF SHARED FACILITIES

As Roman Catholic secondary schools expand enrolments and their need for space and facilities increases, proposals for the sharing of school buildings and equipment promise to become more common. Beginning in September, 1985, for example, one wing of General Vanier Secondary School in Cornwall has been leased to the Stormont, Dundas and Glengarry County Roman Catholic Separate School Board to house Grades 9 to 11 of St. Joseph's Catholic School.

In a period when space is available in some public secondary schools, sharing appears -- on the surface at least -- to be an obvious and logical solution to the separate schools' need for more classrooms.

Nonetheless, the question remains -- How will sharing work out when schools with different philosophies actually get down to the details of putting it into practice? The hazards that await the naive or the unprepared are clearly illustrated by the history of shared facilities in Metropolitan Toronto elementary schools. Other evidence exists, however, that given the will, sharing can yield educational as well as economic benefits.

In the early 1970s, immigration patterns and population shifts in Metropolitan Toronto intensified the demand for Roman Catholic elementary classrooms. At the same time, declining enrolment resulted in the under-utilization of space in some public elementary schools. In 1973, the Ministry of Education investigated the interboard sharing of schools and published a research report entitled, The Sharing or Transferring of School Facilities. The Ministry strongly encouraged the Metropolitan Separate School Board and the six Toronto area boards of education to look seriously at sharing school space.

Although the first experiments in sharing were often marked by difficulties, these helped to pave the way for co-operation in

shared facilities that are working smoothly. In the cities of Toronto and North York, the RCSS board shares facilities in varying degrees with seven public elementary schools.

First Sharing Efforts Met With Apprehension

Still, those involved in the early initiatives know that school sharing is not easily achieved. One school administrator who was close to the situation was Ed Nelligan, Director of the Metropolitan Separate School Board from 1965 until his retirement in 1983, and currently Vice-Chairman of the Planning and Implementation Commission. In looking back on the school-sharing experiences, Mr. Nelligan commented that: "The first sharing arrangement was met with considerable apprehension by both public and separate school officials. Both sides had a list of reasons why the shared arrangement would not work: public school pupils would be offended by the presence of religious symbols; the Catholic identity would be lost in a shared building; a successful school could not operate in a building over which the principal did not have complete control."

These fears, Mr. Nelligan added, were not realized; neither did most parents and pupils share them. Partly as a result of these concerns, however, the first contracts between a public and a separate board for a sharing arrangement were spelled out in detail. Common areas, exclusive areas, hours of use, attendance area for pupils, use of doors for access to buildings, and even the level of programs were defined.

"Such contracts, I suppose, are necessary for rental or perhaps insurance purposes," Mr. Nelligan said. "However, the successful schools lived by the spirit of the contract rather than by its details."

Mr. Nelligan readily admits that there were some unsuccessful shared arrangements in the early years.

"However," he added, "there are sufficient examples today to prove that with people of good will, the integrity and the program of either school is not compromised in a shared building. Today, most shared schools operate smoothly and efficiently."

By far the best documented example of a shared elementary school is one in St. Catharines, in which Pine Grove Elementary School and Michael J. Brennan Separate School have coexisted since 1976, sharing a gymnasium, library, and school yard and undertaking numerous projects together. Their unique arrangement is

The deadline for submission of board Plans for 1986-87 for all Roman Catholic separate school boards is November 29, 1985.

described elsewhere in this issue of Success Through Co-operation.

Earlscourt-Stella Maris Among Seven Metro Toronto Shared Facilities

In Metropolitan Toronto, some shared facilities are separate physical entities that have a school yard and parking lot in common. This is basically the situation, for example, with Earlscourt Elementary School and Stella Maris Separate School in Toronto's Dufferin-St.Clair area. The schools are in separate buildings linked by a corridor, and while the pupils play together before and after school and during lunch hour, recesses are held at different times for administrative reasons.

Some sharing takes place, although both current principals, Mrs. E. G. Lehan of Earlscourt and Miss F. Whaites of Stella Maris, agree that much more could be done.

"The more we do together, the better the kids get along," Mrs. Lehan said. "The children mingle freely in the school yard, and maintaining discipline only occasionally presents problems."

On a few occasions, enrichment programs and school equipment have been shared. Last



Left to Right: Florence Whaites, Principal of Stella Maris Separate School, Edwina Lehan, Principal of Earlscourt Elementary School and The Honourable Sean Conway, Minister of Education

year, Earlscourt set up a free parent-child centre to help parents of pre-schoolers and kindergarten pupils undertake learning activities with their children. Catholic parents were invited to participate. In September 1985 the two schools began sharing a day-care centre housed in Earlscourt Public School; the centre is expected to foster greater mixing of parents and children from both school communities.

The two schools began sharing in 1974 in much closer quarters than they have at present. Earlscourt occupied the building now leased to Stella Maris, while the latter rented the third-floor classrooms from the Toronto Board of Education, and in the next year it expanded to four additional rooms on the second floor. Both schools shared the gym and staff room. In 1979, a new building was erected on adjacent land to house Earlscourt, and Stella Maris occupied the older building.

Principal Recalls Early Days at Stella Maris

The founding principal of Stella Maris, Saverio Monaco, who served there until 1981, recalls those early days as hectic but rewarding. "I found it enjoyable because Alf Hill (then principal of Earlscourt, and now retired) and I hit it off well from the outset. My attitude was that it was Alf's school. Although I was principal of Stella Maris, he was boss of the building. Our philosophy, however, was that the children were everyone's responsibility.

"There's a lot of time required to make a shared facility work. Mr. Hill and I spent many hours together and frequently had dinner meetings with school superintendents and the principals of other shared facilities, trying to anticipate problems and seek solutions. Eventually, you learn how to make it work."

In the beginning, Mr. Monaco said, many Earlscourt school teachers were upset, understandably so, over the loss of pupils to Stella Maris and the consequent departure of colleagues to teaching staffs in schools elsewhere in Toronto. Over the years, however, attitudes have moderated and relationships among staff members of both schools are amicable.

"Sharing is a good thing in that it brings children together and answers the criticism about creating ghettos," Mr. Monaco said, "but to some extent there is competition for the same clientele. For example, many of our pupils had transferred from Earlscourt. In retrospect, some of the incidents seem comical -- like the cry of alarm overheard one day -- 'There's a Catholic in the washroom!'"

Administration Support, Staff Selection Crucial to Success

Mr. Monaco stressed the need for a careful choice of principals and for support from the upper echelons of administration. Mr. Nelligan, for instance, came out to the school regularly and talked things over with the teachers, and Mr. Hill made a point of arranging for the teachers of both schools to get together socially once or twice a year.

Earlscourt-Stella Maris is one of four shared facilities in the city of Toronto. Two of the others have very limited sharing, similar to the example described, but the most recent arrangement, Market Lane-St. Michael, is integrated into a downtown housing project and includes a shared gymnasium and school yard. There are three shared facilities in North York, all in buildings that were originally public schools. They all share playgrounds and health and dental rooms, and in one case a gymnasium as well.

Successful sharing, in Ed Nelligan's view, is primarily a function of dedicated staff members and enough physical space to permit a sense of identity: "The most successful sharing arrangements take place in buildings which allow a little breathing space, so that neither group is viewed as crowding the other, and which have principals and teachers who are secure in their own ability to make sharing work. The principals, teachers, and pupils must have the latitude to co-operate in whatever way the circumstances of a school dictate."

The Arch Database in ONTERIS
within the
Computers in Education Branch
of the
Ministry of Education

now contains all briefs presented to the Planning and Implementation Commission. Abstracts of briefs will be entered and available by

October 15, 1985

THE CHAIRMAN'S MESSAGE

This year, as the Planning and Implementation Commission considers the extension of the Roman Catholic secondary school system for school year 1986-87, one of the most difficult questions it must try to answer is this:

How small is "too small" for a secondary school? In other words, how can we fairly determine at what point a secondary school is too small to be viable?

Formulating responses to these questions will occupy much of the Commission's attention in the coming months. There are two reasons for this. The first is that a number of RCSS boards are proposing to establish secondary schools where enrolments, as far as can be estimated, are likely to peak somewhere between 250 and 350. These schools will obviously be unable to offer a complete technical or technological studies program and will be limited in their capacity to provide business courses and programs in the arts. Do these constraints mean that the schools are too small to serve their students adequately?

The second reason the Commission intends to pay close attention to school size is that slightly over one-quarter of Ontario's public secondary schools are located in communities in which the secondary school is the only one. These single-school communities can be found throughout the province, not just in remote areas. Many of the schools are not large. If an RCSS board establishes another secondary school in the area, it may reduce the present school's enrolment significantly, and thus its capacity to offer its customary range of programs. In a great many cases, the community will not have enough residents to support two "full-service" secondary schools.

Three Possible Outcomes Foreseen

Thus we can foresee three outcomes:



- (1) The Roman Catholic secondary school may be too small, owing to a narrow enrolment base;
- (2) The public secondary school may become too small if it loses students to a Catholic school;
- (3) Both schools may end up being too small.

In Ontario, enrolment decline has already made school size and program maintenance major issues. Although it is difficult to set quantitative limits, most secondary school principals with whom we have conferred think that an enrolment of 600 is the minimum required to offer a full academic program along with some commercial courses and one industrial arts course. Even at 600 enrolment, the range of options is limited. The consensus is that in order to offer four technical subjects and four commercial courses as well as a full academic program, a school needs at least 800 students.

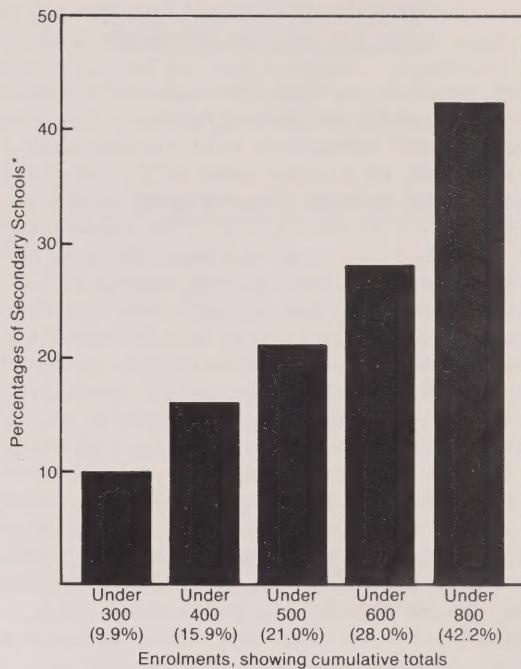
Enrolments Already Low in Many Ontario Schools

Using these suggested enrolment figures as background, consider the following statistics: of Ontario's present secondary schools, 28% (169) have fewer than 600 students, about 16% (96) have fewer than 400, and almost 10% (60) have fewer than 300 (see graph). One could therefore infer that a significant number of the province's secondary schools are already below the level at which they can provide a reasonably adequate program. When enrolment dips below 600, the school is forced to combine both grades and levels of difficulty, usually in subjects that lend themselves to group or individual work, such as shops, family studies, instrumental music, and art. (Section 5.5 of OSIS permits bi-level and multi-grade classes in "secondary schools that are small or highly specialized in their program offerings".)

One can contend, with some support, that small secondary schools have their advantages. For example, research studies indicate that they have higher rates of participation in school activities and more frequent pupil-teacher contact. Imaginative timetabling and organization can enlarge the availability of courses to a degree.

On the other hand, small schools cost more to operate on a per-pupil basis and historically have not been able to provide a wide choice of courses to meet student needs. Indeed, the reason for the establishment of larger boards and central

Ontario Public Secondary Schools With Enrolments Under 800



Source: Education Statistics, Ontario, 1984

* Total of 604 excludes junior high schools. Average secondary school enrolment is 897.

schools in the 1960s was that educators recognized the importance of offering a wider selection of programs and services than was possible in small high schools. The traditional academic program was unsuited to many students, and those who, given the opportunity, could acquire useful skills in technical and commercial subjects were dropping out of school. As a former principal of a composite school, I would be saddened to see these options disappear.

New Subjects Meet Emerging Needs

Some of the newer subjects -- family studies and life skills, for example -- were introduced because of the perception that certain emerging student needs were not being met. The skills and knowledge provided in these courses are demanded by changes in society. To abandon them is to leave a gap in the preparation of many of our young people for life today.

The Commission's foremost concern is to ensure a high quality of programs in both the public and separate school systems. It wants the Roman Catholic secondary schools to offer as full a range of programs as possible so that student needs are met, and it wants the educational opportunities now available in the public secondary schools to be preserved. The basic purpose of extension is to complete the separate school

system within the context of a viable and strong system of public education.

"Viability" Often Lies in the Eye of the Beholder

The problem is that "viability" tends to be subjectively defined. Parents in a single-school community will insist that their school is viable even if it is small. Probably the closest we can come to a definition of viability is "the capability of a school to provide a range of programs at levels of difficulty that answer the needs of students and satisfy the desires of parents for their children's education".

Boards and schools endeavour to respond to needs expressed at the local level for programs in technical and commercial subjects, enrichment programs in the arts, and so on. Regional composite schools were built expressly to make possible the introduction of technical and other specialized programs, and parents want them maintained. Sometimes, however, the natural desire of a community to retain its own school will override parental concerns about breadth and variety of program. The concept of viability is thus bound up with a community's own expectations of schooling.

The Commission has been told by RCSS boards proposing to create small secondary schools that they plan to purchase technical programs and perhaps other courses from neighbouring public secondary schools. Although this proposition looks reasonable, there is some danger that the separate school may be regarded as elite because it focuses on academic programs. Some boards of education are understandably concerned that if the Roman Catholic secondary school is seen as being more "academic" -- and thus superior in some people's minds -- it will attract a disproportionate number of university-bound students and perhaps limit the public secondary school's capacity to provide options in areas such as foreign languages.

Single-School Communities Demand Special Attention

Especially sensitive are the situations in the 174 Ontario communities currently served by a single public secondary school. If a Roman Catholic secondary school is established in one of these communities, not only may the school be too small to offer a broad program, but it may also inhibit the public school's ability to do so. In these instances the Commission will naturally be reluctant to recommend approval of a Plan entailing the opening of the Roman Catholic school -- unless there is evidence of a high degree of co-operation between the boards

and a willingness to share existing school facilities. There may even need to be joint management of a single school.

Another concern, particularly crucial in single-school communities, is that however well informed parents are about schools and however legitimate their wishes for their children's education, the wishes of one group of parents may conceivably be at variance with those of another. In such cases, the Commission hopes that broad local agreements and understandings will emerge for the good of all.

Commission Will Review Policy On Small Secondary Schools

During its first year, the Commission recommended the approval of some RCSS board Plans that included secondary schools with a projected enrolment of under 350. However, we will be reviewing this policy to ensure, first, that students attending Roman Catholic secondary schools have access to a range of programs that corresponds to their needs, and second, that the establishment of these schools will not seriously erode educational opportunities in public secondary schools. When it studies the RCSS board Plans for 1986-87, the Commission will therefore expect to see details specifying both the programs proposed and the means of delivery. As well, we will be looking carefully at the impact the creation of these small schools is likely to have on the public secondary schools.

The Commission expects to be forwarding recommendations to the Minister of Education to cover situations where program options appear threatened. The most effective way to preserve programs is through co-operation. Although the Commission is well aware that there are limits to facility-sharing, it also knows that maximum use must be made of the existing school plant. The extent to which boards of education and RCSS boards are able to work together will have a definite bearing on the Commission's willingness to recommend Plans for approval.

I freely admit that the Commission has no ready answers to the question posed at the outset of this article. My fellow Commissioners and I -- with your help -- will be trying to develop criteria for deciding, in each instance, how small a school can be permitted to become before the elusive attribute we call "viability" slips away. This is a task I suspect even Solomon would find daunting. In general, however, our decisions will have to be based on the breadth of programs in the Roman Catholic secondary school, the impact of a Catholic secondary school on an existing public one, the nature and degree of co-operation between the boards involved, the views of

local parents and ratepayers, and the educational needs of local students. The last consideration will, of course, be paramount.

W. T. Newnham,
Chairman

SHARING A SCHOOL: THE ST. CATHARINES EXPERIENCE

The sharing arrangement between Pine Grove Elementary School and Michael J. Brennan Separate School in St. Catharines, now in its tenth year, provides a unique model for school administrators considering the feasibility of sharing at the secondary level.

Not only is the degree of sharing unmatched among Ontario elementary schools, but the arrangement's first five years have been documented in the report, The Joint Occupancy and Sharing of School Facilities, the result of a study sponsored by OISE and published by the Ministry of Education in 1981.

This report reviews the literature on shared facilities, presents questionnaire data gathered from the people involved in the project, describes major issues and events, and puts forward some conclusions and recommendations. Equally important, it offers sound advice on how a sharing arrangement can be made to work, and thus helps dissipate fears about the perils of sharing.

The architects of the St. Catharines arrangement were Rodger Allan, the Director of the Lincoln County Board of Education, and Jim Skehin, recently retired Director of the Lincoln County Roman Catholic Separate School Board.

"A lot of suspicion disappeared within the first year of operation," Mr. Skehin noted. "There were many 'what ifs' that never happened. When both parties want sharing to succeed, then it can and will work."

The project originated in a climate of co-operation. From 1969 to 1975 the two Lincoln County school boards had entered into several agreements to share services, programs, and accommodation. When residential growth in the north end of St. Catharines prompted the need for new public and separate elementary schools, the two directors of education discussed the



construction of a shared school on a seven-acre site owned by the board of education. Both Mr. Allan and Mr. Skehin had served as educational administrators in northern Ontario and were familiar with a shared school in the isolated community of Nakina. In July 1975 the boards signed an agreement to create a facility to house two K-6 schools.

Schools Built as a Shared Facility

"The advantage was that the schools were built from the ground up as a shared facility," Mr. Skehin explained. "Our board bought two of the seven acres for our part of the building. Pine Grove was completed in time for occupancy in January 1975 and Michael J. Brennan was completed the following spring."

Structurally, the two schools form a single unit with a common corridor running from the central entrance at the front of the building to the rear. The shared areas are right next to the corridor: the gym/auditorium (in Brennan) and the library (in Pine Grove). Enrolment in the schools is now about equal, with about 330 to 340 pupils in each school.

The shared facilities and equipment include the playground, seminar rooms, library books, a VCR and other audio-visual



Plant Club: Michael J. Brennan teacher, Madeline Ashcraft, and Pine Grove students Brad Malton (left) and Gabe Bond preparing the flower bed in front of Pine Grove.

equipment, and a photocopier. Even more important is the sharing in other aspects of school life, such as sports, special events and projects, after-school clubs, safety patrols, and occasionally an instructional unit.

The most vital component, however, is the spirit that pervades the project and that has sustained it for almost a decade. "In ten years the schools haven't experienced a single problem that's needed intervention by the boards, and I've seen no evidence of divisiveness," Mr. Skehin observed.

School Principals Key to Success

Ultimately, the people who make sharing a success are the school principals. The Ministry's report commented that "the common sense of the two principals becomes a key ingredient" in solving problems arising from variations in board procedures or "picayune financial differences". Regular principal-to-principal communication was viewed as essential: "A special trust, built on mutual respect, must be developed so that different situations can be resolved in a spirit of understanding."

Mr. Skehin also emphasized the pivotal role of the principals: "If you have principals who become prisoners in their own school, the staffs will become prisoners as well. Next in importance to the choice of principals, of course, is the selection of staff."

Peter Marett, Principal of Pine Grove, looks for flexibility and patience when he hires his teachers. As he put it, "I look for people with a long fuse. Any school situation can be hard on the nerves; in this case our teachers have to take the other school into consideration. Running the physical education program is sometimes difficult, for instance, because of the heavy demands on a single gym."

"You need to look for and exploit the advantages rather than worry about the drawbacks," added Murray Wilcox, Principal of Brennan. "In short, you play to the strengths. There are lots of potential problems but we try to anticipate them. We make strong efforts to maintain a good, co-operative atmosphere so that the two schools can function as a single community."

The original principals, Al Unwin of Pine Grove and John Stunt of Brennan, met almost daily to discuss joint concerns and determine responsibility for various activities. To give a picture of how events unfolded during the first years of the project, the principals pooled their recollections and Mr. Unwin assembled them for the Ministry report. His diary, entitled "Important Events (A Personal Perspective)", provides a detailed

"close-up" of how a principal in a shared facility operates and the kinds of situations he or she encounters.

Diary Entries Reflect Initial Tensions

In June 1975 the two principals met for the first time. The following excerpts from Mr. Unwin's diary reflect the tension between them but also their willingness to collaborate:

"Each of us felt very apprehensive about the other principal, his personality, educational beliefs. We knew we had to work together and I'm sure that idea frightened both of us.... I recall with interest that each of us had very similar ideas about the project. I might also add that each of us shared similar emotional anxieties and expectations.

"We both felt each school must maintain its own identity. Educational programs in both buildings would be left alone. We would have a combined intramural sports program. Boys and girls from both schools were to be mixed together for competition. We would hold common assemblies whenever possible, along with common staff meetings when concerns of joint interest were to be discussed. There was to be common use of equipment in the gym, library, and elsewhere, and the same recess time with supervision shared.... We planned to have joint parent information nights and the same safety program with one common safety patrol."

The areas of sharing that Mr. Unwin listed have been maintained and new ones added. The intramural sports program takes the form of a house league, planned by teachers from both schools and includes baseball, soccer, floor hockey and handball. Outdoor education programs, including camping, are held jointly. This fall, for instance, all Grades 4 to 6 pupils will go on a day trip involving nature study and orienteering. Seasonal celebrations are often held together. Pupils from both schools take part in St. Catharines' annual Grape and Wine Festival in September, parade together through the local community at Hallowe'en, hold a winter carnival, and each spring plant trees on Arbour Day.

In addition, a variety of after-school clubs are organized by teachers from both schools, depending on their interests, and are open to all the children.

"Whenever possible, we also share human and program resources," Mr. Wilcox said. "Teachers with special skills help out in either school, and staff members sometimes join forces on a committee to study or implement programs. One example was Partners in Action, the resource book on school libraries issued by the Ministry of

Education." Peter Maret describes sharing as having "twice as much expertise with double the staff."

Instructional Unit Developed Jointly

During 1984-85, teachers from both schools developed an instructional unit on the dinosaur for use in primary grades. Assisted by the school librarians, they brought in materials from the Royal Ontario Museum and other sources. The teachers then worked as a team to present the unit to combined classes from both Pine Grove and Michael J. Brennan schools.

Another joint project was a Read-a-thon to raise funds for research into the causes of multiple sclerosis. To mark the progress of the Read-a-thon, teachers and students constructed a paper caterpillar along the central corridor, adding sections as more books were read by the students. The caterpillar was named PiGaMaJiB, using the initials of the two schools.

None of these co-operative enterprises occurred in a vacuum. They stemmed from the positive attitudes and good will generated by the two founding principals and maintained by Mr. Wilcox and Mr. Maret.

"Murray and I spend an awful lot of time together planning," Mr. Maret said. "Our relationship is critical to the school's success. By my estimate, the demands on the principals' time is double in a shared school, partly because of the need to consult with the other principal and partly because there is greater staff participation in decision-making. However, I enjoy working with Murray; we've become personal friends, and as a principal, I like having another person in the same role working just down the hall."

Mr. Maret believes that the success of the enterprise owes much to the pupils' positive attitudes toward their own school.

"Healthy attitudes rub off," he said. "I think that if kids didn't feel good about their own school, they'd be more likely to knock the other. Pupil involvement in school activities is high here, and we're always devising new ways to foster a sense of identity."

Mr. Wilcox was appointed principal of Brennan in January 1981, a year and a half before Mr. Maret succeeded Al Unwin at Pine Grove.

"I've learned that one of the key characteristics a principal in a sharing situation must have is a willingness to learn," he said. "The direct involvement of teachers in decision-making is also vital."

Role of Parents is Important Factor

Parents play a crucial role as well.

Although each school has its own parents' association, both groups meet in common two or three times a year and undertake joint fund-raising activities. "Parental interest was fostered from the outset," Mr. Skehin said, "because Rodger and I wanted to provide structures to promote harmony and good will. Basically, this is a satisfied parent community. Parents are kept well informed, are routinely invited to events at both schools, and generally are more involved in school matters than is customary."

For example, parents take part in a common volunteer program at the schools and work together as Block Parents.

Mr. Skehin's general view of a shared school is that where the Catholic entity can operate as such in all respects, and if economy requires it, then sharing is a good thing.

Brennan uses the shared gymnasium for religious services about half a dozen times a year, and has experienced no problems in making arrangements for this with Pine Grove.

The OISE-Ministry of Education study observed that a "fundamental difference between a sharing arrangement and other schools is that all the students in a community go to the same school", and thus the sense of community is enhanced. While warning that a shared-facilities arrangement entails long-range planning, clear communication, and a firm desire to succeed, the study concludes that it can result in "a community school in which students live and learn in an atmosphere of tolerance and mutual respect."

T. ROSAIRE LÉGER, COMMISSIONER, PLANNING AND IMPLEMENTATION COMMISSION

Although he has served with numerous groups during 33 years as an Ontario teacher and school administrator, T. R. (Rosaire) Léger views his past year's work with the Planning and Implementation Commission as among the most challenging and rewarding tasks he has undertaken.

"We are grappling with important practical issues, not philosophizing or making pious statements," commented Mr. Léger, Director of the Stormont, Dundas and Glengarry County Board of Education. "We have to devise strategies to help school boards bring their plans to fruition."

"Working with only broad terms of



T. R. Léger, Commissioner

reference, the Commission has established itself as a centre of stability in this process, and its hearings have provided a forum for public debate."

Mr. Léger has been the Director of the Stormont, Dundas and Glengarry County Board of Education since 1973. He was formerly Superintendent of Education for the Leeds and Grenville County Board of Education and served as an Area Superintendent for the Stormont, Dundas and Glengarry County Board of Education. From 1981 to 1983, he was on loan to the Department of National Defence in Germany, serving as Assistant Director of Schools. He has been a Governor of St. Lawrence College of Applied Arts and Technology, a member of the Ontario Council on University Affairs, and a member of the Steering Committee of the Secondary Education Review Project.

In Mr. Léger's opinion, the Commission has "earned its stripes with the boards" through its impartiality in dealing with sensitive issues such as teacher displacement. He believes that the concerns expressed during the recent hearings of the Standing Committee on Social Development on Bill 30 will present the Commission with "real challenges" as attention is focused on the details of the legislation.

Despite the complexity of its task, Mr. Léger enjoys his work with the Commission. "Serving on a province-wide body

like this one broadens your viewpoint," he said. "You also begin to appreciate the magnitude of the delivery of education across Ontario, especially in view of the continual rise in parental expectations of schools."

MODEL AGREEMENTS SIGNED FOR TEACHER TRANSFERS

Lakehead School Boards Devise Model Formula

The Lakehead Board of Education and Lakehead District Roman Catholic Separate School Board have devised a formula for the transfer of public secondary school teachers to the separate school system. In a memorandum of agreement, signed March 5, 1985, both boards accepted a method of hiring teachers declared redundant by the extension of full funding to Roman Catholic secondary schools.

Consistent with the guidelines of the Planning and Implementation Commission's transfer policy, the formula determines the number of public school teachers to be transferred according to the student-teacher ratio set out in the board of education's collective agreement. For every 15.99 students moving to the RCSS board, that board accepts responsibility for one teacher. The agreement establishes three hiring options: staff who volunteer for transfer, and redundant tenured and untenured teachers, in this order of priority.

Teachers moving to the RCSS board are guaranteed their seniority, contractual status, and salary. "The major element of

the agreement is a recognition of the fact that there will be a direct relationship between the number of students who don't come back to our system and the number of teachers lost to the RCSS board because of the legislation," says Lakehead Board of Education Director Dr. Riley Moynes. "There's also a provision for flexibility, because it is not necessarily the people at the lower end of the seniority scale who go to the separate system."



After negotiations that began with the establishment of a joint steering committee last November and ended with the March agreement, the board of education convinced the RCSS board of the need for a complete match between student loss and teacher need. Both boards and the presidents of the local units of the OSSTF and OECTA say that personnel was the first priority settled in discussions.

"Our position all along was that we wanted to do the people issues first," Dr. Moynes says. "They had a broader issues approach, but we wanted to go a long way to reduce the anxieties of our staff."

"Both parties came to the table with their

own agenda and preferences," adds Guy S. O'Brien, Director of Education of the RCSS board. He is pleased with the agreement because his schools can hire a good mix of experienced and recently trained teachers.

One important issue to be resolved within the next few months is the retirement gratuity system. Under the current OSSTF collective agreement, a board of education teacher is eligible for a full retirement gratuity after 25 years with the

system. OECTA's agreement calls for entitlement to retirement gratuity only after 30 years' service. "Until this problem is settled," says OSSTF (Lakehead) President Gerald Carlson, "our older people will just not go, and our younger people will be depleted. Now the RCSS board can 'cherry pick' our younger people. Ten years down the road this could turn out to be a big problem, because the average age of our teachers will be 55 and of their teachers 35."

Despite the differences in issues and in what Dr. Moynes calls the two boards' management styles, the board of education and the RCSS board are confident they can maintain the give-and-take of the negotiations. "The first time, you work it through academically," Dr. Moynes says. "You can't see where the rough edges are going to be, but the commitment from both parties to negotiate with toughness has been excellent. There has been a recognition of self-interest to be protected, but also a desire to do something helpful and not divisive."

"It hasn't been all roses with the public



board," adds Carol-Lynne Oldale, President of the Lakehead unit of OECTA, "but everyone has been willing to sit down and talk things out."

Lakehead Negotiations Spell Gains for Sault Ste. Marie Agreement

The Lakehead negotiations have spelled gain for another school board as well. The Sault Ste. Marie Board of Education and the Sault Ste. Marie Roman Catholic Separate School Board adopted an agreement very similar to the Lakehead version on July 5.

The board of education currently operates six secondary schools, which have a total enrolment of 5 758 students. By the end of the decade, there will be a projected total of 3 784 students, as a result of the decline in enrolment and the estimated loss attributable to separate school extension. This year, five teachers were transferred to the RCSS board. By 1989, 147 teaching positions will have been lost as a result of the decline.

At present, the RCSS board has two schools, which have a total enrolment of 1 300 students between them. They anticipate growth to 2 421 students by 1989.

The three months of negotiations were rewarding for both boards.

George G. Gordon, Director of the board of education, was especially pleased with the voluntary nature of the agreement. "We were intent on the voluntary clause, because on a straight seniority basis, we have older teachers and they get all the young ones. This way, both boards get the breadth of experience and the energy of youth."

RCSS board Director of Education J. R. Cameletti agrees. "The major strength is the voluntary aspect of the agreement. We are very pleased with the transfer of personnel arrangements and the good will in putting the agreement together. Of course there will be problems, but we know they can be ironed out."

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Les résultats des négociations de Lakehead ont eu des rebondissements heureux pour l'accord de Sault-Sainte-Marie et le Conséil de l'éducation de Sault-Sainte-Marie et le Conséil des écoles séparées de Sault-Sainte-Marie. L'accord de Lakehead a été adopté en catéchiques de Sault-Sainte-Marie ont en effet adopté un accord très semblable à la version de Lakehead le 5 juillet. Le Conséil de l'éducation de Lakehead a été adopté le 24 juillet 1989, qui comprend l'ensemble des deux écoles qui se sont séparées catéchiques à l'issue de l'assemblée l'300 éléves. Il espère que le nombre d'élèves atteindra 2 421 d'ici à 1989. Les trois mots de négociations se sont avérés fructueux pour les deux conséils. George G. Gordon, directeur du conseil de l'éducation, était particulièrement satisfait de la nature volontaire de l'accord. "Nous tenons beaucoup à la transposition sur la nature volontaire du transfert parce que, si l'on se base uniquement sur la négociation, c'est nous qui aurons les enseignants plus âgés tandis que tous les jeunes passeront de l'autre côté. De cette manière, les deux conseils peuvent se prévaloir de l'expérience des plus anciens et de l'énergie des jeunes." M. J.R. Gambletti, est d'accord. "L'élément essentiel, c'est la volonté de transformer l'accord. Nous sommes très satisfaites des arrangements touchant le transfert du personnel et de la bonne volonté qui y a présidé. Évidemment, il y aura des personnes touchant le transfert qui n'ont pas été résolus."

Le directeur de l'éducation du conseil d'écoles séparées de Lakehead a déclaré que l'accord de l'élèvement sur la négociation, c'est nous qui avons les enseignants plus âgés tandis que tous les jeunes passeront de l'autre côté. De cette manière, les deux conseils peuvent se prévaloir de l'expérience des plus anciens et de l'énergie des jeunes. "Les deux écoles sont le résultat de l'accord, mais nous devons faire en sorte que l'accord soit une base solide pour les deux conséils. Nous sommes très satisfaites de l'accord. "L'accord, directeur du conseil de l'éducation, était particulièrement satisfait de la nature volontaire de l'accord. "Nous tenons beaucoup à la transposition sur la nature volontaire du transfert parce que, si l'on se base uniquement sur la négociation, c'est nous qui aurons les enseignants plus âgés tandis que tous les jeunes passeront de l'autre côté. De cette manière, les deux conseils peuvent se prévaloir de l'expérience des plus anciens et de l'énergie des jeunes." M. J.R. Gambletti, est d'accord. "L'élément essentiel, c'est l'aspects volontaire de l'accord. Nous sommes très satisfaites des arrangements touchant le transfert du personnel et de la bonne volonté qui a présidé. Évidemment, il y aura des personnes touchant le transfert qui n'ont pas été résolus."

Les conseils des écologues de Lakehead ont mis au point une formule exemplaire

DES ACCORDS MODÈLES SONT SIGNES POUR LE TRANSFERT DES ENSEIGNANTS

De l'avits de M. Léger, La Commission s'est particulièrement distinguée par la façon imparfaite dont elle a su traiter de quelques questions aussi délicates que le déplacement des enseignants. Il pense que les préoccupations exprimées au cours des récentes audiences du Comité permanent des affaires scolaires sur le projet de loi 30 poseront de "reels défis" à la Commission à mesure que l'on s'attache aux détails du texte législatif.

Malgré la complexité de sa tâche, M. Léger aime le travail qu'il effectue au sein de la Commission. "Ouvrir dans un organisme de portée provinciale comme celui-ci [l'Alberta] les horizons, dit-il. On commence aussi à se faire une idée de l'ampleur du système d'éducation de l'Ontario, d'autant plus que les attentes des parents vis-à-vis de l'école ne cessent d'augmenter."

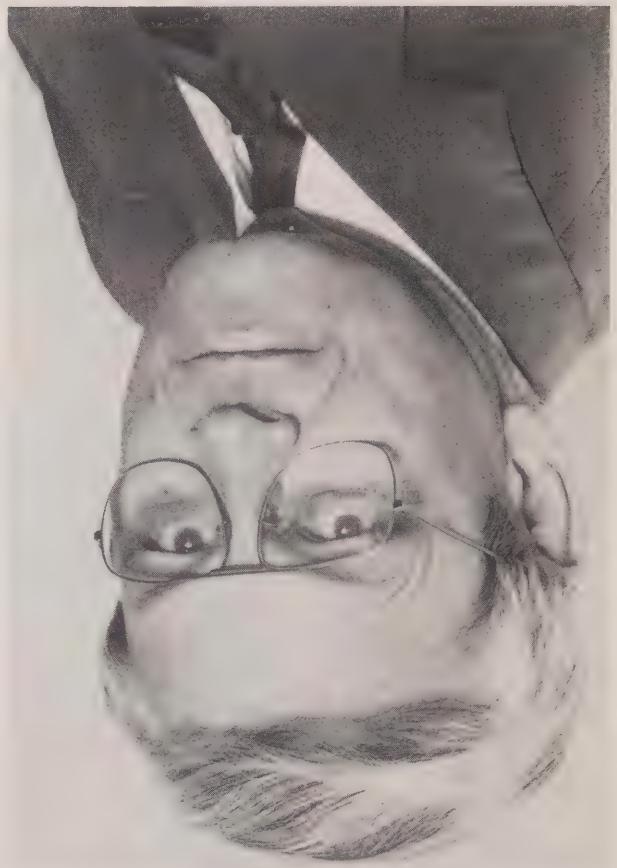
M. Legier est directeur du Conseil de l'éducation des Comtés de Stormont, Dundas et Glen苍arry depuis 1973. Il a été directeur du Conseil de l'éducation des Comtés de Leeds et l'Estrie de 1981 à 1983, il a été détaché au secteur pour ceclut de Stormont, Dundas et Glen苍arry. De 1981 à 1983, il a été détaché au secteur pour l'Aménagement comme directeur adjoint des écoleles. Il a été gouverneur du Collège de Laval et arts appliqués et de technologie, à partir de 1983. L'Ontario sur les affaires universitaires et la formation de la Commission de l'éducation sur l'éducation au niveau du comité de direction de la Ligue des universités et collèges du Canada. Il a été membre du Conseil de la Faculté Laurier et de la Faculté de médecine de l'Université de Waterloo. Il a été membre du Conseil de la Faculté Laurier et de la Faculté de médecine de l'Université de Waterloo. Il a été membre du Conseil de la Faculté Laurier et de la Faculté de médecine de l'Université de Waterloo.

Bien qu'il faille partie d'un bon nombre de groupes au cours des trente-trois ans de sa carrière d'enseignant et d'administrateur scolaire, T.R. (Rosaire) Léger volt dans le travail qu'il a accompli, l'année passée au sein de la Commission de planification et de mise en oeuvre l'une des tâches les plus difficiles et les plus intéressantes qu'il ait jamais entrepris.

«Nous sommes aux prises avec des questions pratiques d'importance; il ne s'agit pas de phénomènes pluviométriques, a déclaré M. Léger, directeur du Consell de l'éducation des Comtés de Scorriont, Dundas et Glenarry. Il faut trouver des moyens d'aider les scolaires à mettre leurs plans à exécution. »

«Dans le cadre d'un mandat très général, » a déclaré M. Léger, «la Commission est devenue le pivot du processus et ses audiences ouvertes aux débats autant de tribunes ouvertes aux constilue- pублиcs. »

T. R. Léger, commissaire



T. ROSAIRE LEGER, COMMISSION, COMMISSION DE PLANIFICATION ET DE MISÉRENDEUR EN OEUVRE

leur propre école, les autres membres du directeur deviennent les prisonniers de central des directeurs d'école : "Si les M. Skéhin insiste aussi sur le rôle un esprit de compréhension aux différentes situations qu'il se présente".

Il faut beaucoup de confiance, à base de deux directeurs apparaissent essentielles : "Il communiacations régulières entre les deux causes par les différences entre les "mesquines affaires d'argent". Les conséquences au niveau des procédures ou des causes de la résolution des problèmes facteur clé" de la résolution des problèmes bon sens des deux directeurs d'école est un rapport du ministère fait remarquer que "Le décole que dépênd le succès du partage. Le en dernière analyse, c'est des directeurs

Le succès du partage revient aux directeurs d'école

préparent le partage de fléurs devant Pine Grove, Brad Malton (à gauche) et Gabi Bond Modeline Ashcraft, et des étudiants de Pine 1^{er} décole Michael J. Brennen, Club d'horticulture : Un professeur de



et je n'ai remarqué aucun signe de divulgation", fait observer M. Skéhin.

Les écoles n'ont pas connu un seul problème depuis près d'une décennie. "En dix ans,

l'esprit qui anime et soutient le projet

la composition essentielle reste cependant

l'occasion, une unité d'enseignement.

parascolaires, partout les scolaires et, à

sports, activités et projets spéciaux, clubs

secouris est encore plus important :

équipement audio-visuel et une photo-

bibliothèque, un enregistreur vidéo, autre

les salles de réunion, les livres de recréation,

les installations et les équipements

égaux soit 330 à 340 élèves chacune.

Les effectifs des écoles sont maintenant

Brennan) et la gymnasie/auditorium (à Pine

Le corrider : Les espaces partagés donnent une

seule unité avec un corrider commun qui va

les deux écoles se présentent comme une

McHael J. Brennan le printemps suivant."

Pine Grove fut créé en janvier 1975 et

pour y construire notre partie du bâtiment.

Notre conseil achaeta deux des sept acres

fonction du partage, explique M. Skéhin.

Les écoles ont été construites par le département

"Nous étions avançages par le fait que

Écoles conjointes en fonction du partage

qui logerait deux écoles du jardin d'enfants

accord sur la création d'un établissement

juillet 1975, les conseils signent un

dans la collectivité isolée de Nakina. En

avant tout vecu le système de 1,0 mètre et

1, Education dans le Nord de l'Ontario et

administreurs pour le ministère de

possèdent le conseil de l'éducation.

Les deux écoles sur un site de sept acres que

écolles élémentaires publiques et séparées,

écolles élémentaires la mise en place de nouvelles

et environs rendent nécessaire

nord de St. Catharines dans la partie

croissance de la population dans la partie

programmes et de Locaux. Lorsque la

écolles deux collaboreurs de services, de

l'Incolin avaient concilié un certain nombre

de deux conseils scolaires du Comté de

climat de collaboration. De 1969 à 1975,

le projet avait été élaboré dans un

réussira".

parties sont vraiment décidées à ce que le

partage réussisse, il peut réussir et il

climat de collaboration. De 1969 à 1975,

les deux conseils scolaires du Comté de

l'Incolin avaient concilié un certain nombre

de deux conseils scolaires du Comté de

PARTAGE D'UNE ÉCOLE

L'EXEMPLE DE ST. CATHERINES

cependant, nos déciisions dévront se fonder sur l'ampelur du programme de l'école secondaire catholique, l'impact de cette école sur l'école publique existe, la nature et le niveau de collaboration entre les conseils en cause, l'opinion des parents des élèves de la région en matière d'education. C'est cette dernière considération qui sera bien sûr la plus importante.



La Commission a l'intention de présenter des recommandations au ministre de l'Éducation nationale dans le cas où les programmes semblent menaçés. La meilleure façon de préserver un programme est la collaboration entre les partenaires au-delà de l'école. La Commission n'a pas de réponse toute faite à la Commission des effectifs. Mes collègues et moi-même avons voté à l'abstention dans cette question. C'est au point des critères qu'il permettent de décider, dans chaque cas spécifique, de mettre au travail de la "stabilité" d'une école. C'est une tâche qui a mon avis méme Salomon trouvait éprouvante. En général,

La Commission a l'intention de reviser sa
Politique sur Les petites écoles secondaires

Un autre problème particulièrement crucial se pose dans les collectivités qui n'ont qu'une seule école : en effet, même si les parents sont bien informés au sujet des écoles et ont des objectifs légitimes en matière d'éducation de leurs enfants, il est toujours possible que les désests des uns ne concordent pas avec ceux des autres. Dans ce cas, la Commission espère que des accords conclus à l'échelle locale permettront de satisfaire tout le monde.

La situation est partieculièrement déstabilisée dans les 174 collectivités de l'Ontario actuellement desservies par une seule école secondaire publique. Si on y établît une école secondaire catholique, non seulement établirait une école secondaire catholique, non seulement empêcher l'école publique de continuer à faire. Dans ce cas, la Commission peut offrir un programme étendu mais elle pourra offrir un programme étendu mais elle hesitera naturellement à recommander l'approbation d'un plan qui prévoit l'ouverture d'une école catholique -- à moins qu'elle n'ait la preuve d'un niveau élevé de collaboration entre les institutions scolaires existantes. Il faudra même une volonté de partager les installations et une volonté de collaborer entre les institutions scolaires existantes.

Les collectivités qui n'ont qu'une école doivent faire l'objet d'une attention particulière

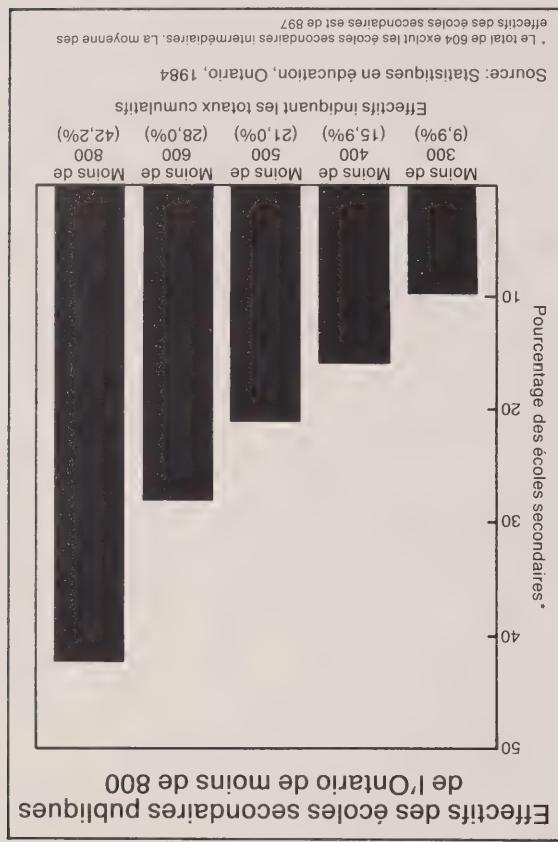
publiques volontaires. Bientôt que cette proposition semble raisonnable, on peut craindre que l'école sépare ne soit vué comme l'école de l'élite du fait même qu'elle se limite aux programmes avancés. Certains consélls de l'éducation sont, à leur demande, établis avec raison du fait que si l'école secondaire catégorielle semble plus intéressante dans certains cas, l'école secondaire catégorielle — et donc supérieure dans d'autre cas — offre une meilleure éducation. Les choix que pourra offrir l'école secondaire publique dans des secteurs comme les langues étrangères.

prés La notion de vitalibilité est "La capacité à une école de fournir une gamme de programmes à des niveaux de difficulté qui répondent aux besoins des élèves et satisfait les désirs des parents touchant

entre élèves et enseignants. En faisant de la recherche d'images numériques au niveau de l'organisation, on peut du temps et de l'organisation au niveau de l'exploitation prévue d'enseignants. En faisant de la recherche d'enseignants jusqu'à un certain point le nombre de cours offerts. En revanche, les petites écoles reviennent net plus cher par élève et n'ont pas été capables jusqu'à présent de fournir un véritable cours en réponse aux besoins des élèves. En fait, c'est parce que les éducateurs avaient recours au fil étaut nécessaires. En effet, un plus grand choix de programmes et de services que les pouvaient dans les petites écoles secondaires, au moins être établis pendant les années 1960 des conseils plus vastes et des écoles n'avaient pas aux besoins d'un certaines. Le programme scolaire traditionnel ne correspondait pas aux besoins des techniques utilisées dans les secteurs agricoles. En tant qu'ancien directeur d'une école polyvalente, je ne verrais pas ces avantages d'occasions, au contraire d'un grand nombre d'élèves et ceux qui, si l'on avait eu l'occasion, auraient pu acquérir des compétences utiles dans les secteurs techniques et commerciaux, abandonnant l'école. Les compétences utiles dans les secteurs agricoles sont très rares sans régrets.

On peut argumenter, avec quelque raison, que n'importe quelles personnes peuvent spécialement bénéficier de l'école secondaire. Les avantages de l'école secondaire sont les suivants : 1) Les petites écoles secondaires ont leurs avantages. Les recueilles scolaires indiquent, par exemple, que les recueilles affichent un taux plus élevé de participation aux activités scolaires et des contacts plus fréquents que les établissements privés.

nombre important d'écoles secondaires de la province ont des effectifs inférieurs au seuil qui leur permet de dispenser un programme rassemblant adéquat. Lorsque les effectifs tombent à moins de 600, les études sont obligées de combiner les années d'études et les niveaux de difficulté, et la pratique au travail en groupes ou individuelle comme les ateliers, les sciences familiales, la musique instrumentale et les arts. (La section 5, 5 de l'EOCIS permet l'établissement de deux niveaux à deux classes à deux étages ou deux étages et une partie de deux étages). Les études secondaires ont des effectifs inférieurs à la moyenne des études secondaires de l'ordre de 10%.



Si l'on garde à l'esprit les chiffres précédents touchant les effectifs, les données suivantes donnent à réfléchir : sur l'ensemble actuel des écoles secondaires de l'Ontario, 28% (169) ont moins de 600 élèves, environ 16% (96) en ont moins de 400 et 10% (60) en ont moins de 300 (voir tableau). On peut donc conclure qu'un tiers de l'école secondaire de l'Ontario a moins de 600 élèves, environ 16% (96) en ont moins de 400 et 10% (60) en ont moins de 300 (voir tableau).

En Ontario, la basse des effectifs a déjà posé de graves problèmes au niveau de la taille des écoles et du manutien des programmes. Bien qu'il soit difficile de fixer des limites quantitatives, la plupart des directeurs d'écoles secondaires auxquelles nous avons parlé pensent qu'il faut un effectif minimal de 600 élèves pour offrir un programme scolaire complet assuré de quelques cours commerciaux et d'un cours d'arts industriels. Même avec 600 élèves, il, éventuellement des choix est limité. Pour pouvoir offrir quatre matières techniques et quatre cours commerciaux ainsi qu'un programme scolaire complet, on convient généralement qu'une école a besoin d'au moins 800 élèves.

3) les deux écolages peuvent établir leur rôle trop petits.

22) L'école secondaire publique peut développer trop petite si elle cède des élèves à une école catholique;

1) L'école secondaire catholique risque d'être trop petite du fait de ses effectifs réduits;

Nous envisageons donc trois conséquences possibles :

Trois conséquences possibles

1. On n'arrive pas à trouver de collège dans lequel toutes les personnes qui ont étudié dans ce collège sont devenues des personnes qui ont étudié dans ce collège. 2. On n'arrive pas à trouver de collège dans lequel toutes les personnes qui ont étudié dans ce collège sont devenues des personnes qui ont étudié dans ce collège.

élèves. Il est évident que ces écolles ne servent pas en mesure d'offrir un programme d'études techniques ou techniques d'entretien des techniques ou techniques d'entretien des cours commerciaux et des programmes d'arts sera limitée. Ces connaissances signifient-elles que, elles servent trop peu pour servir leurs élèves comme il se doit?

Le laboratoire d'une réponse à cette question va retenir une grande partie de l'attention de La Commission dans les mois à venir. Ceci pour deux raisons : La première, c'est qu'un certain nombre de consélls d'écoules séparées cachaillques se proposent d'établir des écoles secondaires dans des lieux où les estimations prévoient des effectifs maximaux d'entre 250 et 350.

MESSAGE DU PRÉSIDENT

„Le partage est une bonne chose en ce
qu'il rapproche les élèves et fait taire les
accusations de ghetto, dit M. Monaco, mais
on ne peut nier qu'il existe une certaine
compétition au niveau de La Clinique
venant d'Earlscourt. Beaucoup de nos élèves, par exemple,
certains incidents paraissent communs --
comme le cri d'alarme entendu un jour --, II
y a un catholique dans les toilettes!...
M. Monaco insiste sur la nécessité de
choisir les directeurs d'école avec soin et
venant régulièrement à l'école discuter avec
les enseignants et M. Hill tenant à
organiser une rencontre informative des
enseignants des deux écoles une fois
par an.

Earlscourt-SteLla Matis est l'un des
quatre établissements partagés de la ville
de Toronto. Dans deux d'entre eux, le
partage est très limité, comme dans
l'exemple mentionné ci-dessus; mais le plus
récent, Market Lane-St. Michael, est intégral
à un projet de logement du centre-ville et
fondé sur le partage du gymnase et de la
cour de récréation. Il existe trois

Le directeur se rappelle
Les premiers temps à SteLLA Matis

Il est arrivé que les écoles partagent des programmes renforçés et le maternelle scolaire. L'an dernier passe, l'Éarlscourt a ouvert un centre destiné à aider gratuitement les parents d'enfants à entreprendre des activités d'apprentissage avec leurs enfants. Les parents catholiques ont été invités à s'en prévaloir. En septembre 1985, les deux écoles ont commencé à partager une garderie dans les bâtiments d'Éarlscourt, ce qui devrait renforcer les échanges entre parents et enfants des deux communautés scolaires.

Le partage entre les deux écoles date de 1974, époque où l'espace était beaucoup plus restreint. Éarlscourt occupait le bâtiment derrière l'ouest à Stelila Marts; cette accelelllement loué à Stelila Marts, et l'école au Consell de l'éducation de Toronto a été, l'année suivante, y ajouté quatre places supplémentaires au second étage. Les deux écoles partageaient le gymnase et la salle des enseignants. En 1979, un nouveau bâtiment fut construit sur un terrain adjacent pour y loger l'Éarlscourt, et Stelila Marts s'installe dans le bâtiment plus ancien.



15 octobre 1985

La question reste cependant posée :	Qu'advient-il du partage lorsqu'un des deux gâteaux qu'il se fondent sur des principes différents s'attachent effectivement à une autre? L'historie du partage des installations dans les écoles élémentaires de la communauté urbaine de la base de données ARCHONTERIS
AVIS	La base de données ARCHONTERIS au Centre d'information scolaire ministère de l'Éducation du
Centre d'information scolaire	ministère de l'Éducation du
Centre d'information scolaire	ministère de l'Éducation du
Centre d'information scolaire	Centre d'information scolaire

PREPARATION SIGNEE

ENGAGEMENT SOLIDE ET UN

SCOLAIRES RESIDENCE DANS UN

DESIGNSTUDIES

D, autres exemples cependant, indiquent qu', avec de la volonté, le partage peut s', averer une source d'avantages éducatifs et économiques. Au début des années 1970, les tendances de l'immigration et les mouvements de

LA RÉUSSITE REPOSE SUR LA COOPÉRATION

W. T. Newham, Président
R. A. L. Thomas, Directeur général

Octobre 1985

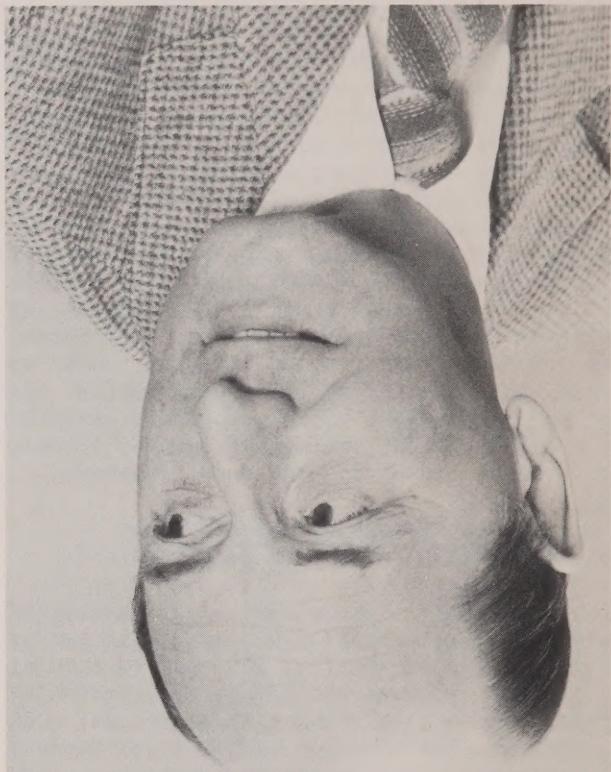
Vol. 2, N°2

WILLIAM JONES,
des écoles séparées. Il estime que la
Commission s'est occupée équitablement de

MISSION DE PLACEMENT PUBLIE PAR LA ET DE MISE EN OEUVRE

lorsqu'on lit à demandé, l'amie de dernière, de faire partie de la Commission de Plantefication et de mise en oeuvre, William A. (Bill) Jones, alors secrétaire-tresorier de la Fédération des enseignants de l'Ontario, était surtout proéminent dans l'extension des enseignants de places par suite de l'extension du financement public

W. A. Jones, Commissioner



October 1985

W. T. Newham, Pro

LAURE

— 4 —

88

60

63

The logo for the province of Ontario, featuring a stylized three-leaf maple leaf inside a circle.

ПОЛУЧИЛОСЬ УДОСМОТРЕНИЕ ПОДДЕРЖАТЬ ПЛАНЫ ПОДДЕРЖАТЬ ПЛАНЫ

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EL BLOQUE EN EL CANTÓN

THE END OF THE LINE

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